

**UNIVERSITI TEKNOLOGI MARA**

**SCHOOL CLIMATE AND ITS EFFECTS TOWARD JOB  
SATISFACTION OF SECONDARY SCHOOL TEACHERS IN  
KUCHING DIVISION**

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Dissertation submitted in partial fulfilment of the requirement  
for the degree of

**M. Ed. (Educational Management and Leadership)**


**Faculty of Education**

June 2013

## **AUTHOR'S DECLARATION**

I declare that the work in this dissertation was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the results of my own work, unless otherwise indicated or acknowledged as referenced work. This dissertation has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

In the event that my dissertation be found to violate the conditions mentioned above, I voluntarily waive the right of conferment of my degree and agree be subjected to the disciplinary rules and regulations of Universiti Teknologi MARA.

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## **ABSTRACT**

This purpose of this study is to identify the type of school climate and the effects of school climate on teacher's job satisfaction among secondary school teachers in Kuching Division. A total of 417 teachers from 6 secondary schools in Kuching Division were involved as respondents in this study. Data was collected using questionnaires and cluster sampling technique was used to select a sample. Descriptive Statistics, Factor Analysis, Independent Sample T-test, One-Way ANOVA and Pearson correlation coefficient were used to analyse the data. The findings from this study indicated that the types of school climate as perceived by the secondary school teachers are disengaged climate and open climate. The findings also concluded that there was no significant difference of perception between gender and designation with four different types of school climate, while there were significant differences of perception for age groups and teaching experience with Engaged Climate. However, there were significant differences of perception between the race with Open Climate and Disengaged Climate, and also there was a significant difference of perception between teacher's qualifications with Open Climate. The results of the study also indicated that there was a significant but weak relationship between job satisfaction with Closed Climate and Disengaged Climate. The research findings will be of valuable use to the school administrators and the Ministry of Education about the important aspects needed in the working environment among secondary school's teacher in order to promote high job satisfaction and positive school climate. Secondary school teachers will also know the type of climate that exists in schools, the importance of school climate and its effects to their working environment.

## **ABSTRAK**

*Kajian ini bertujuan untuk mengenalpasti jenis iklim sekolah dan kesan iklim sekolah terhadap kepuasan kerja guru di sekolah-sekolah menengah Bahagian Kuching. Seramai 417 orang guru dari 6 buah sekolah menengah telah dikenalpasti sebagai responden untuk kajian ini. Data diperolehi melalui soal selidik dan teknik persampelan kelompok digunakan untuk memilih sampel. Statistik deskriptif, analisis faktor, t-test, ANOVA dan Pekali Pearson digunakan untuk menganalisis data. Dapatan kajian menunjukkan bahawa jenis iklim sekolah yang diamati oleh guru-guru sekolah menengah ialah suasana terbiar sekolah dan suasana terbuka sekolah. Kajian juga menunjukkan bahawa tidak ada perbezaan yang signifikan antara jantina dan jawatan dengan empat jenis iklim sekolah, manakala terdapat perbezaan yang signifikan bagi kumpulan umur dan pengalaman mengajar dengan suasana kesibukan sekolah. Walau bagaimanapun, terdapat perbezaan yang signifikan antara bangsa dengan suasana terbuka sekolah dan suasana terbiar sekolah dan juga terdapat perbezaan yang signifikan antara kelayakan guru dengan suasana terbuka sekolah. Hasil kajian ini akan berguna kepada pentadbir sekolah dan Kementerian Pendidikan melalui aspek-aspek penting yang diperlukan dalam persekitaran kerja guru-guru sekolah menengah bagi menggalakkan kepuasan kerja dan iklim sekolah yang positif. Guru-guru sekolah menengah juga akan tahu jenis iklim yang wujud di sekolah-sekolah, kepentingan iklim sekolah dan kesan kepada persekitaran kerja mereka.*

## **ACKNOWLEDGMENT**

I would like to appreciate the people who have assisted in making this milestone a reality. Firstly, special thanks go to my supervisor, Dr. Hwa Tee Yong, for his guidance throughout the entire process. I would also like to thank all the teachers and friends for their help with the data collection for this study. I am also indebted to the teachers who were selected as respondents in this study.

I am eternally grateful to my family for their continuous support during this, at times, stressful process. I would like to thank my husband Nurulein bin Sarbini for all the hours of family time that he entertained our child affording me the opportunity to work on my research. A special thanks to my child Khaalish Nazhan for the happiness which he brings to my life. I would like to thank my mother and my mother-in-law for their love and support throughout my life. Finally, to my father Senak bin Sahak who has always been the engine behind my drive to become a quality educator and other parties who contributed one way or another to the successful completion of this research.

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